



Department  
for Education

## Free school bid form

### For local authorities seeking to establish new special or alternative provision free schools

Published: July 2018

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#### The bid form explained

**This free school bid form is for local authorities seeking to establish new special or alternative provision (AP) free schools.**

Local authorities (either as a lead or sole bidder) can submit a bid for one special and one AP school in total in their area. Given the limited number of new schools we will create in this wave, it is highly unlikely that we will approve more than one school in any one local authority area. In the most exceptional of circumstances where you plan to make the case for two new schools in your area, you will need to complete a separate bid form for each school, although you should cross-reference where appropriate.

The overview section on the second tab asks for information about the number of bids you are submitting (i.e. one or two), the priority of each bid (if you are submitting two), what (if any) other bids you are supporting, and your expected future need for new special and AP schools (and when they are needed). If you are submitting two bids, you only need to complete the overview page on one form.

If your bid is successful, the opportunity will be advertised nationally, and if a strong proposal comes forward, the new school will be delivered and funded as part of the department's central free schools programme.

Before completing your bid, please ensure that you have read the ['guidance and criteria for local authorities seeking to establish new special or alternative provision free schools'](#) carefully, as this sets out the criteria by which your bid will be judged. Please provide all the information required.

The form should be completed by a local authority representative (or representatives, if it is a joint bid) with the approval of the Director(s) of Children's Services (DCS).

**This bid form consists of 14 tabs in total (including this one). Please ensure you read all tabs carefully.** You must complete the following tabs in full: overview, confirmation, A1, A2, B, C1, C2, C3, C4 and D. You will also need to complete tab 'A2 continued' if applicable and either tab 'Table C1i' or tab 'Table C1ii' depending on whether your bid is for a special or an AP free school.

Completed bid forms, specifications, and any supporting documentation (e.g. site plans, letters from commissioners)

**should be submitted by midday on 15 October 2018. Submit your bid by email to:**

[APspecial.freeschool@education.gov.uk](mailto:APspecial.freeschool@education.gov.uk). Please title your email as follows: **Special/AP free school bid – [insert name of local authority (or lead local authority if joint bid)]**. Your email should not exceed 9 megabytes in size; anything

larger will not be delivered. **If the bid is larger than 9 megabytes**, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).

**Free school bid forms should:**

- maintain the pre-set printing format;
- not include any comments; and
- not include photographs, images or logos.

This opportunity **does not replace the [presumption](#) process and does not replace a local authority's sufficiency duties.**

Annex A of the [guidance](#) sets out how the information you provide will be used.

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## Free school bid form 1 of 1

1. This section must be completed.
2. If you are submitting more than one bid, you only need to complete this section once (on the form of your preferred bid).
3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

### Overview

While local authorities (either as a lead or sole bidder) can submit a bid for one special and one AP school in total in their area, it is highly unlikely that we will approve more than one school in any one local authority area in this wave. However, we would like you to inform of us of expected future need for new schools.

Overview table	
<b>Name of your local authority</b>	Kingston upon Hull, City of
<b>List the bid(s) you are submitting this wave, as either the lead or the sole local authority</b> (including type of school e.g. special or AP) – please list these in priority order so that the first is your preferred bid	1. SLD Special School, 4-19, Sole bidder
<b>List the bid(s), if any, that another local authority is leading on and that you are supporting</b> (including the name of the lead local authority)	N/A
<b>Optional: brief description of your expected future need for new special and AP schools, and when they are needed</b>	<p>Kingston Upon Hull City Council (KuHCC) do not anticipate a further need for any new AP schools.</p> <p>With regards to future new special schools, KuHCC are in discussion with the city's head teachers regarding a Post-16 SEND school. This facility would help in transitioning our young people into adulthood. We are currently investigating feasibility options for this provision.</p> <p>To compliment this SLD free school bid KuHCC, are also proposing to create additional resource units, located in mainstream schools to address the current SEND sufficiency issues. It is our current intention these will primarily be for pupils with ASD. We do however recognise there is an increasing demand for specialist provision for pupils with these needs, and as such we will be reviewing the requirement for another special school to address this.</p> <p>Along with the new SLD school these units will enhance the range of provision and complement the existing SEND estate, whilst widening the offer for children and their families. The need for these units is already present, we delivered one primary resource unit for September 2018 and the rest will be delivered in the next two years. These schemes will be funded through the Council's Basic Need allocation alongside the special provision capital fund.</p>



## Free school bid form 1 of 1

1. This section must be completed.
2. If you are submitting more than one bid, you must complete this section for each bid.
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4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

### Confirmation

**This confirmation must be signed by the relevant Director(s) of Children's Services at the local authority(ies) putting forward this bid.**

I am the Director of Children's services at **Kingston upon Hull** and I have seen this expression of interest and support it.


I confirm that the information provided in this bid form is correct to the best of my/our knowledge.

I further confirm that the local authority(ies) and, if applicable, other commissioners (e.g. local schools commissioning AP places) named in section A of this bid have developed this proposal in partnership and, if the bid is successful, will commit to commissioning the number of places at the school as specified in this bid, and to paying the relevant top-up funding (indicative funding specified in this bid, to be confirmed by the local authority(ies) if the bid is successful).

I also confirm that I am aware of the financial consequences of the commissioning on our high needs budget.

In addition, I/we intend to commission places beyond the first two years, as per the proposed school growth profile (pupil/capacity build up).

**NB: an electronic signature is acceptable. If multiple local authorities are submitting this bid, complete a signature box for each local authority.**

Signed:	
Position:	Director of Children's Services at <b>Kingston upon Hull</b>
Print name:	<b>Mrs. Alison Murphy</b>
Date:	<b>12/10/2018</b>

**Signed:**  
**Position:** Director of Children's Services at **[INSERT LOCAL AUTHORITY NAME]**  
**Print name:**  
**Date:**

**Signed:**  
**Position:** Director of Children's Services at **[INSERT LOCAL AUTHORITY NAME]**  
**Print name:**  
**Date:**

**Signed:**  
**Position:** Director of Children's Services at **[INSERT LOCAL AUTHORITY NAME]**  
**Print name:**  
**Date:**

**Signed:**  
**Position:** Director of Children's Services at **[INSERT LOCAL AUTHORITY NAME]**  
**Print name:**  
**Date:**

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## Free school bid form 1 of 1

1. This section must be completed.
2. If you are submitting more than one bid, you must complete this section for each bid.
3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

### Section A1 – local authority(ies) putting forward this bid

Please complete table A1. If this is a joint bid, information must be provided for each local authority involved and the lead local authority must be stated. **Please note that including a local authority on this list means they have committed to commissioning places.**

If you are the sole local authority submitting a bid (i.e. it is not a joint bid), then you must provide the reason why in box A1.

Table A1 - local authority(ies) putting forward this bid		
Name of local authority	Name of person leading	Contact details
<b>Lead local authority:</b> [select name of lead local authority in cell C30 below. This would be the local authority in which the school would be located]  Kingston upon Hull, City of	Julie Burns	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: Third Floor, Earle House, Colonial Street, Kingston upon Hull. HU2 8 YJ
[If applicable, select name of second local authority in cell C36 below]		Telephone: Mobile: Email: Address:
[If applicable, select name of third local authority in cell C42 below]		Telephone: Mobile: Email: Address:
[If applicable, select name of fourth local authority in cell C48 below]		Telephone: Mobile: Email: Address:
[If applicable, select name of fifth local authority in cell C54 below]		Telephone: Mobile: Email: Address:

**Box A1 - if you are submitting a solo bid, please explain why**

This is a solo bid as there is a strategic need to address the known sufficiency issues in Hull's SEND estate. As described later in this bid, Hull's two existing SLD designated special schools are at breaking point owing to historic and current demographic trends (local as well as national).

It is expected that the vast majority of the spaces will be filled by children currently receiving an education in Hull schools as well as providing places for future demand from Hull children (i.e. children not yet of school age.)

Hull is a significant net importer of pupils attending Special Schools (7% of the Special school population.) Therefore increasing the number of places will directly and indirectly benefit the wider geographical area.

Hull is unique in that it only shares its boundary with one other Local Authority, East Riding of Yorkshire Council. East Riding have intimated that they would want to take places at the school if they were available but are not in a position to commit to a joint bid. East Riding have however provided a letter (appended) which states they would be willing to fund places if they were requested by their children/ families.

Our plans have also been shared with our next closest Local Authorities; North East Lincolnshire, North Lincolnshire, North Yorkshire who do not wish to commission places at this time.

By creating another SLD school in the City we will achieve one of our key strategic objectives, to keep children local to their communities and avoid unnecessary commissioning of out of authority places.

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1. This section must be completed.
2. If you are submitting more than one bid, you must complete this section for each bid.
3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

### Section A2 – evidence that the new school will be fully commissioned

You must complete table A2 on this tab, showing how many places you would use at the school for the first two years of the school's operation. If there are multiple commissioners, you also need to complete the larger table on tab 'Table A2 continued'.

In addition, if you are submitting a bid for a new AP free school, you must also:

- Attach commitments in writing from any commissioners other than local authorities (e.g. local schools) indicating their firm intention to commission a specific number of places in the first two years, including the top-up funding they will pay for the children occupying the places;
- Attach evidence that the commissioners have made an informed decision, for example, confirmation that commissioners have seen your bid, and are aware of the characteristics of the new school and the outcomes you want to achieve; and,
- Provide information in box A2 about the commissioning and funding model used in your area(s). To note, we will ask for further details about how you have engaged with the commissioners, and their level of involvement, later in section C3.

#### Box A2 - for AP schools only, please use this space to describe the commissioning and funding model(s)

Not applicable.

**Table A2 - evidence that the new school will be fully commissioned (to be completed for both special and AP schools)**

Commissioner	Year of operation	Number of EY places	Number of KS1 places	Number of KS2 places	Number of KS3 places	Number of KS4 places	Number of 16-19 places
Kingston Upon Hull, City of	First year of opening	2	5	16	12	0	0
	Second year of opening	2	6	18	24	8	0





1. *This table must be completed if there are multiple commissioners .*
2. *If you are submitting more than one bid, you must complete this section for each bid.*
3. *Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.*

**Table A2 continued**

You must complete table A2 on the previous tab, showing how many places you would use at the school for the first two years of the school's operation. If there are multiple commissioners, you also need to complete the table on this tab.

Table A2 continued - evidence that the new school will be fully commissioned (to be completed for both special and AP schools)							
Commissioner	Year of operation	Number of EY places	Number of KS1 places	Number of KS2 places	Number of KS3 places	Number of KS4 places	Number of 16-19 places
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						



1. This section must be completed.
2. If you are submitting more than one bid, you must complete this section for each bid.
3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

### Section B – what type of school is wanted

**There are no assessment criteria for section B.** Please provide key information about the school you would like to commission in table Bi. Additionally, please set out the expected pupil build up (how the school would fill year-on-year once it opens) in table Bii.

Table Bi - what type of school is wanted	
Type of school	Special free school
Category of provision/needs (if more than one type, with different top-up rates, please explain)	SLD Special free school
Age range	4 to 19
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	█ per place (base funding) plus █ per pupil (top-up funding)
Gender (co-educational/boys/girls)	Co-educational
Total number of proposed full time equivalent places (once school is at full capacity - including 16-19 places, but not including nursery places)	125
Type of places offered (e.g. full time, short term, part time)	Full time
Number of nursery places, if applicable	0
Number of 16-19 places, if applicable	15
	Outreach support will be provided from the three SLD schools to mainstream schools in their locality to support partnership working and assist with the identification of pupils whose needs would be best met in specialist provision as well as those for whom reintegration is possible.

**Describe any planned outreach, training and/or reintegration support** (including details of funding that will be made available to support the school with this)

This will be supported by funding from the high needs block allocation. The creation of the new free school places will reduce the number of children inappropriately placed in a mainstream setting and therefore free up resources to allow the mainstream providers to better meet the needs of pupils with SEND who are appropriately placed.

Table Bii - pupil build up							
	Year of opening	+1	+2	+3	+4	+5	+6
Nursery	0	0	0	0	0	0	0
Reception	2	2	3	3	4	4	4
Key stage 1 (Y1-2)	5	6	8	10	10	10	10
Key stage 2 (Y3-6)	16	18	20	22	24	24	24
Key stage 3 (Y7-9)	12	24	28	32	36	36	36
Key stage 4 (Y10-11)	0	8	20	30	36	36	36
16-19: commissioner referred	0	0	2	8	15	15	15
Totals	35	58	81	105	125	125	125

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## Section C1 – the current context in your area

We are looking for bids in areas where a new school will most support local authorities to manage current and/or anticipated pressures on special school places or on the overall high needs budget, so that the needs of children can be better met. We will not be inclined to approve bids that have the side effect of decreasing the inclusion in mainstream schools of children with SEN, or who are at risk of permanent or fixed term exclusions, or of creating excess spare capacity in existing special or AP school. Bids will score more highly if they can demonstrate that a new school will be filled by students who would otherwise be going to more expensive or poor performing provision.

Please use box C1 to provide information about existing provision in your area, future expected growth and use of your high needs budget. You should also use this box to provide commentary around the information sources listed in Annex B of the [guidance](#) that we will use to support our assessment of this section.

In addition, please use table C1i (for special schools) or C1ii (for AP schools) - found on the next tabs - to describe the recent, current and projected trends of

### Box C1 - the current context in your area

*(we expect your response to this section to be no more than around 500 words, excluding your entries on table C1i/C1ii)*

#### Existing Provision:

There is a wide range of special school provision in Hull, all of it rated good or outstanding. The schools, age ranges and designations are as follows:

Northcott, 5-16, complex ASD/ SLCN

Ganton, 3-19, SLD

Tweendykes, 3-19, SLD

Frederick Holmes, 3-19, PMLD

Bridgeview, 4-11, SEMH

Oakfield, 10-16, SEMH

The total number on roll within these schools is 620, compared to 564 in 2010.

#### Demographics:

Between 2016 and 2018 Hull experienced a total increase of 2001 pupils or 5.2%. Over the same time frame, there was a disproportionate increase in the number of pupils with an EHCP, from 1,123 to 1,249, an increase of 126 or 11.2%.

In January 2018, of the 41,843 pupils in Hull schools, 5840 (14.0%) were on SEN support, and 1270 (3.0%) had EHCP or statements, both of which are above the national average. In comparison the city was below the national average 10 years ago, this goes some way to explain why the SEND estate is suffering from significant pressures in capacity.

When the primary need of the 2017 cohort, is compared against national figures, there are some notable exceptions;

- Hull has 10% more pupils with SLD
- 6 % more with PD
- 8% less MLD

#### Future expected growth:

The rising trends in the city's population, and number of children with SEN Support and EHCPs (attending special schools) suggest that by 2022 there will be a minimum of 40 new special school places required ranging to a high estimate of 142 places.

#### How places will be filled:

Creating a 125 place SLD special school, when combined with the proposed new resource base places will accommodate this projected increase and allow our two existing SLD schools to return to their intended numbers. Currently these schools have insufficient basic teaching area for the numbers on roll, when compared to BB104.

The demand for places for children with SLD continues to rise. In January 2018, there were 37 pupils with SLD whose parents had requested a place at a SLD special school for September 2018, who were assessed as being appropriate for a special school but could not be allocated a place due to capacity. Our projections indicate that at least an additional 54 pupils will need a SLD special school place by 2024.

If there was no new school this would create a situation whereby KuHCC would have to choose between requiring forcing children to stay in an inappropriate mainstream setting, or adding to the High Needs Budget overspend by sending the children to independent schools/ or out of the authority. In the latter situation the children would also face additional travelling time. These outcomes would not be in line with the strategic aims stated in sections C2.

#### Data Sources:

Our projections have been based on historic and current DfE Census data (latest January 2018), current reported numbers on roll (September 2018), and city birth rate data.

Word count:

466

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1. This table must be completed if you are submitting a bid for a special free school.
2. If you are submitting more than one bid, you must complete this section for each bid.
3. Please refer to tab 'C1 - current context' as well as the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

Table C1i - trends in your specialist provision for all children with EHC plans													
Type of provision	Number of providers used	Please indicate the number of pupils with an EHC plan living in your local authority who are placed within these settings, and the total cost (including base, top-up and transportation if applicable) of all placements at each setting											
		2014 (pupils)	2014 (cost)	2018 (pupils)	2018 (cost)	Projected figures without the new school you want				Projected figures if your bid for a new school is successful			
						2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)
Resourced provision and units inside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█
Resourced provision and units outside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█
Special schools (either maintained or academies) inside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█
Special schools (either maintained or academies) outside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█
Independent / non-maintained special schools inside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█
Independent / non-maintained special schools outside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█
Mainstream schools inside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█
Mainstream schools outside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█
General FE colleges (if relevant) inside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█
General FE colleges (if relevant) outside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█
Specialist FE providers (if relevant) inside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█
Specialist FE providers (if relevant) outside local authority	█	█	█	█	█	█	█	█	█	█	█	█	█

1. *This table must be completed if you are submitting a bid for an AP free school.*
2. *If you are submitting more than one bid, you must complete this section for each bid.*
3. *Please refer to tab 'C1 - current context' as well as the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.*
4. *Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.*

Table C1ii - trends in alternative provision																	
Type of provision	Number of providers used	Please indicate the no. of pupils living in your local authority who are placed within these settings, and the total cost (including base, top-up and transportation if applicable) of all placements at each setting								Projected figures without the new school you want				Projected figures if your bid for a new school is successful			
		2014 (pupils)	2014 (cost)	2018 (pupils)	2018 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)				
		Maintained PRUs inside local authority															
Maintained PRUs outside local authority																	
Maintained AP free schools or academies inside local authority																	
Maintained AP free schools or academies outside local authority																	
Independent AP settings (registered) inside local authority																	
Independent AP settings (registered) outside local authority																	
Independent AP settings (unregistered) inside local authority																	
Independent AP settings (unregistered) outside local authority																	
AP units located in or attached to mainstream schools inside local authority																	
AP units located in or attached to mainstream schools outside local authority																	
Places designated for AP commissioned from special schools inside local authority																	
Places designated for AP commissioned from special schools outside local authority																	
Places designated for AP in further education settings inside local authority																	
Places designated for AP in further education settings outside local authority																	
Other AP inside local authority – please specify																	
Other AP outside local authority – please specify																	



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3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

## Section C2 – your strategy for high needs provision

You must use this section to tell us about your strategy for high needs provision. The purpose of this section is to help us understand your plan for children with SEND or those requiring alternative provision and make a judgement about whether the school you are proposing fits within your strategy.

### Box C2 - your strategy for high needs provision

(we expect your response to this section to be no more than around 1000 words)

#### Summary of Strategy:

KuHCC is committed to ensuring the best possible outcomes for our children and young people who have SEND. Our vision is for the right provision, at the right time and in the right place so they can achieve well in their early years, in school and at college and participate in and contribute to the local community in which they live.

The Hull SEND Strategy 2016 to 2020 establishes a key priority to improve the quality and sufficiency of SEND education provision and services by

- a) supporting mainstream schools and settings to develop their SEND provision and
- b) developing local specialist services to ensure sufficiency of places in high quality specialist provision across a continuum of needs.

The 2016 strategy is now being supplemented by an emerging SEND sufficiency strategy, the first draft of which is appended to this bid.

Current planning on how to achieve these key priorities includes:

- Establishing resource base provision for CYP with autism, emotional, social and mental health and also learning needs attached to mainstream primary schools and/or mainstream secondary schools;
- Reviewing the numbers, age profile and needs of CYP with SEND and then commissioning provision in special schools to meet future demand.

#### Drivers for Change and outcomes:

One of the recent key drivers for change was the joint local SEND Inspection of October 2017 carried out by Ofsted and the CQC. The inspection determined that a written statement of action was required due to significant areas of weakness. The main concerns (relating to the delivery of SEND education) were;

- Ineffective implementation of SEND reforms with minimal impact on identifying, assessing and meeting the needs of children and young people.
- Experiences of children and young people vary too widely.
- Too many children and young people do not have their needs identified and assessed well...As a result, the outcomes achieved by children and young people who have SEN and/or disabilities are not improving.
- Parents and Carers feel like getting the help and support their children need is a 'fight.'

We have extracted those actions from the written statement that directly address the issues noted above;

- Developing a comprehensive SEND training pathway in partnership with the Multi Academy Trusts (MATs) and Teaching Schools;
- Ensuring there is a full range of outreach support services available to schools and settings which are effectively commissioned and reviewed to enable an effective graduated response;
- Developing a transparent additional funding formula for schools with high levels of pupils with SEND;
- Conducting an audit to identify the reasons for exclusion of children and young people with SEND;
- Revising the request for assessment documentation and process to support a more effective graduated response.
- Outreach support will be provided from all special schools and resource bases to support locality-based partnership working, the appropriate identification of pupils needing specialist provision and reintegration where possible.

A further priority identified in the 2016 Strategy is to improve the transition to adulthood, with key actions including:

- Developing the partnership with local further education providers including sharing of expertise and services between school and college sectors;
- Working to promote the employment of young people with SEND, including access to supported employment and job coaching.
- The post 16 area of development will consider how the need of the vulnerable but more able group of young people can be better met.

The results of the SEND inspection and subsequent written statement of action have informed the strategic vision narrative within the SEND sufficiency strategy. Key related outcomes are as follows;



- Ensure we have a sufficient supply of places for pupils with SEND.
- Seeking to reduce the travel time for pupils with SEND by enabling them to attend a special school strategically placed within the city.
- Create formal resource bases which will enable pupils with SEND to access a range of mainstream curriculum and experiences.
- Increase opportunities for pupils with SEND to transition to a mainstream setting, if this is identified as most appropriate and beneficial.
- Create and enhance relationships between special and mainstream schools so pupils with SEND can remain in mainstream schooling if appropriate.

Strategy developed in consultation with:

**Families -**

The written statement of action identified a need to better engage with children, young people and their families. A parents forum had been in place for many years to increase participation in strategy and service development, and this is now supported by monthly coffee mornings which allows a more informal setting for parents and allow them to feel comfortable in providing feedback.

More recently, an Engagement and Information work stream has been established and an Engagement and Feedback post has been created to develop more parent and young people participation.

An SEND improvement workshop has also been held with parents and stakeholders and used to develop the Improvement Plan and work streams of activity.

**Schools-**

The Local Authority's Lead Officer with responsibility for SEN has been regularly engaging with school Head teachers and senior leaders across the city, through different mediums.

The special school leaders are at the heart of the strategy and helped shaped its development and direction.

The mainstream estate has voiced their concerns about the increasing number of SEN children in mainstream provision with complex needs. Collectively they have agreed to commission an complimentary study into this to help better understand the issue and better meet the needs of these children. They welcome the actions outlined in the strategy and are open to working with Special Schools, outreach and partners to provide the most appropriate offer to our young children.

**Future Changes**

As discussed in A1 of this bid and also the SEND Sufficiency strategy, Hull is intending to deliver additional Resource bases for children with EHCPs. These will address the needs of pupils who could access mainstream provision but require more support in a specialised environment.

Word count:

957

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Free school bid form 1 of 1

- 1. This section must be completed.
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Section C3 – why you want a new school and how it fits with your strategy and the local landscape

We want to open new schools where they are the right solution for the area. We are looking for bids where a new school will help local authorities meet children’s needs, fit into the local authority’s strategic plan for high needs provision and complement the local education offer.

Please use box C3 to explain the rationale for a new school.

In addition, please use table C3 to provide evidence of engagement with others and attach any supporting evidence of this (e.g. letters) when you submit your bid.

Box C3 - why you want a new school and how it fits with your overall strategy (we expect your response to this section to be no more than around 500 words)

Rationale/ Benefits:  
 As demonstrated in C1 and C2, the city is facing a sufficiency crisis in its special schools. The population, number of requests for EHCPs and actual number of EHCPs are all continuing to rise year on year. The city has a significantly higher percentage of children with EHCPs identified with SLD as their primary need than the national average (23% vs 13%).  
 The number on roll at our two existing SLD schools have increased from 227 in 2010 to 330 in 2018. The LA has adapted / extended these schools to create extra space and has been forced to create offsite accommodation to address this urgent need. The schools are now suffering from a lack of basic teaching space. To expand further would jeopardise the quality of education for current and future pupils.  
 When this over capacity issue is combined with the fact that as of January 2018, there were 37 pupils requesting and were suitable for a SLD special school who could not be placed, the need for a new SLD school is confirmed.  
 The case for both the need for additional provision and this designation is strengthened by the future forecast data. Projections indicate that at least an additional 54 pupils will require a place at a special school with an SLD designation by 2024.  
 The intent is to provide the new free school in the centre of the city – to complement the existing provision in the west and north east.  
 Commissioning/ Strategic Need/ Impact:  
 KuHCC’s intent is that the new school will fill up over a period of 4 years, with key intakes being in Years R, 7 and 10. No pupil will be forced to move to the new school from an existing special school, however transfer requests will be accepted.  
 The creation of these additional places will allow all children, including those who were previously denied a place, to access a special school close to their community, either in the new school or at one of the existing schools. In relieving the overall sufficiency pressures the new school will also allow, over time, the existing schools to reduce their numbers in line with their built capacity. This will achieve the overall strategic vision of an SEND offer that provides the right provision, at the right time, in the right place.  
 All three SLD schools will provide outreach support to mainstream schools in their locality to create new partnerships and enable appropriate movements between providers.

<b>Table C3 - engagement with others</b>		
<b>Who</b>	<b>How you have engaged</b> (e.g. surveys, meetings)	<b>Summary of engagement</b> (e.g. summary of survey findings and/or conversations)
Your neighbouring local authorities – please specify	We have corresponded our neighbouring Local Authorities - East Riding of Yorkshire, North Yorkshire, North Lincs and North East Lincs.	East Riding of Yorkshire County Council have provided a letter of support for this bid. They are not committing to commissioning places in the Free School but will request them on an individual basis as required
Commissioning bodies in your area – please specify	-	-
Local mainstream schools – please specify	Information has been sent to all Headteachers and SENCOs in Hull mainstream and special schools and presented at Headteacher meetings.	All feedback has been supportive of the application
School representative bodies e.g. schools forum – please specify	Schools forum representatives have been made aware of the application.	All feedback has been supportive of the application
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	Consultation has taken place with the parents forum via a survey and at a focus group. Meetings have also taken place with parents at the SLD schools.	All feedback has been supportive of the application. Of the written feedback responses received via informal drop ins, all were supportive of the application. No mention of location was made on the questionnaire however 2 respondents added comments requesting a central location. The questionnaire was also shared on a parents social media support group and the post received 90 responses in support.
Any other partners e.g. community groups, FE colleges – please specify	Information has been sent partners in health, education, social care, early help and the voluntary sector. The free school application addresses some of the strategic outcomes referred to in the written statement of action, which is the co-responsibility of Hull CCG.	Representatives of KuHCC attending a support group meeting of a local SEND charity. All attendees (18) voted in support of a new school however also queried whether more ASD places were required in addition to SLD.

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## Section C4 – the expected outcomes

To be approvable, bids must demonstrate that the new school will:

- Help to achieve better outcomes for children and young people (compared with existing options); and,
- Support inclusion, including re-integration where appropriate and providing expertise to mainstream schools.

Please use box C4 to describe the impact you expect the school to have, as well as the potential risks and how you would mitigate those.

### Box C4 - expected outcomes

*(we expect your response to this section to be no more than around 500 words)*

#### Expected Outcomes:

The need for the new school, and the additional places it will create, has been demonstrated in the preceding sections.

It will assist KuHCC with achieving its strategic aims, via these expected outcomes:

- A SEND estate with sufficient places for all pupils who want/ need to be educated within these settings (including capacity to accommodate population growth)
- Reduced travel times for our most vulnerable pupils, as they will be more able to access their closest specialist provision
- Improved quality of places, as the additional capacity will allow class sizes and numbers on roll at existing schools to reduce to acceptable levels.
- A more consistent learning experience across the SEND cohort, as all pupils are able to access the right provision for their needs. Previously, some children, would have been offered outreach provision and support in a mainstream setting/ considered for a resource provision owing to the lack of places.
- Improved feedback from families, as pupils and parents feel it is easier to access the most suitable provision.
- Increased control over the high needs block allocation, as pupils will remain in the state maintained local authority estate.
- Greater partnerships working between the SLD schools, and with their local mainstream schools will improve the efficiency with which pupils who require specialist provision, or for whom re-integration is appropriate, are identified and supported in their learning journey.
- An improved transition to adulthood, as each school will be encouraged to work in partnership with local colleges and other providers. Person centred transition planning will take place, especially from Year 9, to support young people to access the most appropriate pathway and provision post 16.

#### Risks:

Currently KuHCC has lower than the national average rates of pupils with an EHCP accessing special schools (49% vs 54%) and therefore a higher rate attending mainstream settings.

The rationale for the free school, and the future projections it is based on, does not intend to reverse this. KuHCC's SEND sufficiency strategy aims to ensure places are available to meet children's needs in whichever setting is the most appropriate for them.

When identifying risks, KuHCC recognise the 'pull factor' of a new school and will continue to carefully manage the allocation process with the SEN Headteachers to ensure children are offered a place at the provision most suited to their needs.

KuHCC understands that pupils with SEND are less likely to be comfortable with significant change than their mainstream peers and may be unable to cope with a school change, even if it meant reduced travel time. This is why we have planned for the school to grow organically overtime rather than from in year transfers.

Anecdotally we are aware that recruiting staff in the City can be difficult, especially for specialist appointments. To mitigate this we will encourage schools to upskill existing and providing development opportunities.

We would also expect that the incoming proposer works collaboratively rather than competitively with the special and mainstream schools.

*Word count:*

492

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## Section D – the proposed location and site

Finding a suitable site is an essential part of opening a free school. As part of preparing your bid you should investigate potential sites for the school and tell us about them in your bid. In this wave we will undertake a desktop assessment of site and consider the value for money, timescale and delivery risks in securing a site for the proposed school in the proposed area.

**We will give preference to those projects where our site assessments shows that we are likely to secure a value for money site in a timely manner with an acceptable level of risk**, in particular, those bids that include an available site on a peppercorn basis. Making a site available on a peppercorn lease gives the greatest chance of the school opening successfully, and on time.

Please complete table D to tell us about where the school would be located and the preferred site.

Please also provide the name and contact details for the main local authority lead for sites. The ESFA may contact this person to ask questions about the site. **If you know any of these site details before submitting your bid, please let DfE know (by emailing [FSC.EOI@education.gov.uk](mailto:FSC.EOI@education.gov.uk)) so we can start conversations with you.**

Julie Burns - [julie.burns@hullcc.gov.uk](mailto:julie.burns@hullcc.gov.uk)

please tick the box below to confirm that the relevant Lead Member for Corporate Property has seen this bid and is content with the information provided about site (if provided).

I confirm that the Lead Member of Corporate Property at **Kingston upon Hull City Council** has seen this expression of interest and supports it.

Please tick to confirm



<p><b>If the site is local authority owned, please state if the local authority have confirmed that, if successful, the site may be used by the free school.</b> Please include terms (e.g. 125 year peppercorn lease). Please also provide details of any other local authority contribution towards the capital costs of the project (e.g. developer contributions).</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
<p><b>What kind of site is it?</b></p>	<p>Cleared site requiring new build</p>
<p><b>What is the current use?</b></p>	<p>[REDACTED]</p>
<p><b>Why have you chosen this site? What makes it suitable?</b></p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p><b>If known, how big is the building and the site?</b> Please attach any site and building plans as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	<p>See attached asset plan drawing number: ING024-OS PLAN.</p> <p>On the plan we have drawn blue blocks of accommodation, to scale, to show how the accommodation may work and be assembled on a very simplistic level.</p>
<p><b>Please comment on the condition of the building.</b> Please attach photos if available as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	<p>Not applicable, it is proposed the free school will be a new build development.</p>
<p><b>If the named site is part of a housing development or the school is attracting Section 106 contributions, please give as much detail as possible,</b> including: the development and developer, timing and programme of build, number of housing units, status of planning application and any links to planning applications/decision notices, extent of funding coming from the developer plus confirmation of the local authority's position in relation to your free school using this site.</p>	<p>Not applicable</p>

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